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HAPPINESS FIRST
. . . ALL ELSE FOLLOWS

RETARDED ADULTS WHO HAVE DEVELOPED BEYOND EXPECTATION PART II*: NON-INTELLECTUAL FUNCTIONS

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INTRODUCTION

This is the second of a series of investigations which has as its objective the description of a group of retarded adults whose course of mental development appears to have been atypical. In these investigations, a group of twenty-four, showing one or more of the following characteristics, is compared with another group, which although earning a similar mental age and I.Q. on admission to The Training School, has not shown such developmental trends: (a) a plateau in developmental curve of mental age; (b) atypical social development; (c) leadership qualities and high standing among peers; (d) superior performance on vocational schedules; and (e) breadth of vocational interest and ability.

In the earlier article (8) the objectives and features of the design were described and differences in the groups' current intellectual and social functioning were presented and discussed. The measures dealt with in that study included the 1916 Stanford Binet, Wechsler Bellevue Intelligence Scale (Form I), Porteus Mazes, Progressive Matrices and the Vineland Social Maturity Scale. Comparisons were made between scores earned on these measures by the group of Late Developers and their matches and the following conclusions were drawn.

(1) Even though the two groups were similar in mental age and I.Q. at the time of their admission some twenty years ago, certain items on the 1916 Stanford Binet (characteristically verbal and quantitative), appear to be capable of discriminating between the Late Developer and the Non-developer.

(2) In addition to the characteristics listed in the initial paragraph, the Late Developers, on current testing, score significantly higher on the

* This is the second of a series of articles which summarize the results of several projects which are receiving partial support from the United States Public Health Service.

1916 Binet, on all subtests of the Wechsler, on the Porteus Mazes, and on the Progressive Matrices. The Late Developers are now testing at the dull normal level of intelligence while their matches have I.Q.'s some 20 points lower.

(3) When Wechsler normative data are used as a standard, patterns of performance on the Wechsler subtests are very similar for both groups. The groups show most pronounced deficiency in the verbal area, and the largest differences between them are in their successes on performance tasks.

(4) When the two groups are compared with the mentally retarded, differences between them in the verbal area become more pronounced and the Late Developer emerges as superior in both verbal and performance areas.

(5) Correlational data from the Wechsler subtest scores of the two groups suggest greater individuation of skill among the Late Developers.

(6) Intellectual differences are further reflected in attainments on the Vineland Social Maturity Scale. Here, again, the Late Developer is found to be superior, particularly in the Communication and Self-direction areas.

These, then, are the findings which have been presented to date. In addition to the battery of measures listed in the summary above, the members of these groups were given the H-T-P, Bender-Gestalt, an object sorting and a level-of-aspiration test. The findings from these measures form the subject matter of the present report. These tests and the methods used in giving and scoring them are described in the next section. Results, as before, are presented in terms of differences between groups in total score, in subtest score and, when necessary, in item score. In general, since only a portion of the measures employed is presented in this present article, discussion of the inter-relationships of the variables which are discriminative is intentionally being postponed for still another article which will include the final interpretation of the findings.

METHOD

Four tests — H-T-P, Bender-Gestalt, object sorting, and a level-of-aspiration test — were administered to the subjects of this investigation; all were given on an individual basis according to the procedures prescribed by the authors. Since, however, one test was new, one was "scored" with a new procedure and two others were scored with estab-

lished, but still rather novel methods, it is deemed best to describe their content briefly and to indicate the procedures used in evaluating and in analyzing responses to them.

THE OBJECT SORTING TEST: Materials for this test were assembled from the list used by Rapaport (6) and represent an elaboration of one (The G.G.W.S. Object Sorting Test) proposed originally by Goldstein and Sheerer (4). These materials consist of 33 everyday objects (silverware, tools, smoking implements, etc.) and are used in two kinds of exercises. In the "sorting exercise," seven of these objects are placed before the subject and as each one is presented, he is asked to find all the remaining objects which "belong with it." With each object, after others have been grouped with it, the subject is asked, "Why do all these belong together?" In the second exercise, the subject assumes a more passive role. Here the examiner assembles twelve standard groups of objects and while presenting each assemblage asks the subject, "Why do all these belong together?" Responses to these exercises are coded according to the principles developed by Rapaport. All performances on both exercises are evaluated in terms of three major characteristics: (a) the *adequacy* of both sorting and verbalization, (b) the *conceptual level* of the verbalizations, and (c) the breadth of the *concept spans*. The meaning of these breakdowns, if not entirely clear, should become so with an inspection of the accompanying tables and with the later discussion.

THE LEVEL-OF-ASPIRATION TEST: This measure takes the form of 150 O's randomly distributed among other symmetrical letters of the alphabet which have been printed in rows on a 5″x 8″ sheet of paper. The test task requires the subject to cancel the O's; he is given ten trials of 30 seconds and after each trial he is shown his score and is asked to indicate where in the series he expects (aspires) to get on the next trial. From these data, three scores are derived which follow the definitions provided by Frank (3) in his review: (a) an Aspiration Score, (b) a Rigidity Score, and (c) a Responsiveness Score. The Aspiration Score is obtained by summating algebraically the differences between an individual's aspiration for any one trial and his performance on the trial immediately preceding. The Rigidity (or Mobility) Score is presumed to reflect the willingness of the testee to change or modify his level-of-aspiration in the course of the testing exercise; rigidity is thus represented by the arithmetic sum of the differences between successively chosen levels of aspiration. And finally, the Responsiveness Score is in-

troduced to represent sensitivity of the testee to knowledge of his past performances; here, a count is made of the number of times, in the ten trials, that the subject's level-of-aspiration changes in the same direction as his immediately preceding performance. In the present investigation these measures are accepted on their face value with full recognition that their validity may be questionable and with little knowledge of how they may be related among themselves or with other variables.

THE BENDER-GESTALT TEST: The designs which comprise this exercise were presented under the directions described by Bender (1) and the subject's reproductions were scored according to the methods developed by Pascal (5). The reproductions of the eight plates are scored on some 105 elements and the total score on the test represents the sum of scores on these elements; the features of the productions covered by the scoring system are listed in Table VII.

THE H-T-P TEST: And finally the subjects were asked to draw a 'house, a person, and a tree (2). Here, in the interests of having quantifiable data, and to avoid the inevitable difficulties involved in the collection and treatment of clinical judgements, the investigators, with the help of the other psychologists of the staff, drew up a list of 41 characteristics which could be quantified either by counting, measuring with a ruler, or by the application of simple rating devises. These characteristics are listed in Tables IX, X, XI; they represent an arbitrary selection and as a consequence some useful dimensions may have been missed, or if not missed, discarded after staff discussion.

RESULTS

In analyzing and in presenting the data resulting from the application of the four measures described in the previous section, the procedure is one of comparing the achievements of the Late Developer with those of his match. Where gross analysis suggests a significant difference, further, more detailed analysis, is made.

THE OBJECT SORTING TEST: Disorders in the ability to form concepts have frequently been observed among the mentally retarded, particularly the brain injured (9), and among the schizophrenic and neurotic (6); further, and this is the primary reason for our interest, it has been found (7) that the development of such abilities among children and adolescents follows a characteristic pattern. If the latter is true, one might anticipate differences in the character of the performances of our two groups on a test of concept formation; Rapaport's exercises, (6)

since they had already been tried, and are accompanied by a "scoring" system, were selected in preference to those developed by other investigators.

The results from applying Rapaport's nineteen items to the members of our two samples are, in a sense, somewhat disappointing, for while differences are uncovered, they are not as spectacular as many of those found for other intellectual functions. This appears to be in part a function of the fact that these exercises proved to be quite difficult for the members of both our groups; this was true of the sorting exercises as well as those (Part II) where the subject's task involved stating the conceptual content of the examiner's grouping of objects.

Findings with respect to the adequacy of sorting (Part I) and adequacy of verbalization (Part II) are summarized in Tables I and I-a.

Table I
Adequacy of the Responses
Given on the Sorting Test, Parts I and II

	Adequacy of Sorting - Pt. I						Adequacy of Verbalization - Pt. II					
	+, ±		∓, —		Don't Know		+, ±		∓, —		Don't Know	
Group	N	%	N	%	N	%	N	%	N	%	N	%
L.D.	111	08.9	39	24.2	11	6.8	147	53.3	108	39.1	21	7.6
N.D.	81	50.3	77	47.8	3	1.9	115	41.7	128	46.4	33	12.0

Table I-a
Evaluation of the Distributions
of Inadequacy Scores on Parts I and II

Task	X^2	d.f.	p
Sorting	8.04	2	.02
Verbalization	1.54	1	.30

In the former Tables, the data are presented in terms of the total number of responses, and it would appear that the responses of the Late Developers are characteristically more "adequate" than those of the Non-developer. In this form, however, differences between the groups cannot be tested for the observations are not independent; in Table I-a are the results of applying X^2 tests to the distributions of the inadequacy scores (count of the number of ∓ and — responses) of the two groups on the two types of exercises. In general, it appears that the Late

Developer shows greater superiority over the Non-developer in the more active task of sorting than in verbalizating "Why several things belong together"; at this point, it may be noted that Rapaport (6) reports that "active concept formation appears to become adequate earlier than understanding concept formation . . ." and also that "as intellectual maturation progresses, a compliance with the socially-accepted norms of thinking becomes progressively greater and more adequate." One would expect just as our data indicate that the members of both our groups, because of common limited experience, would have difficulty with the latter kind of exercise. It may be pointed out also that the sorting exercise is more like a performance task on an intelligence test while the latter is more like "Similarities" on a verbal test. It has already been demonstrated that the Late Developers characteristically show greater superiority on performance than on verbal tasks; perhaps the finding on the concept formation test is a further substantiation of the one reported on the Wechsler (8). In short, Late Developers tend to make more adequate sortings and verbalizations than Non-developers and show greater superiority on the former kind of task.

Concept span is another aspect of the subject's performances which was subjected to analysis. For the active sorting, concept span is defined by Rapaport as the "extent to which the sorting of the subject approximates the correct one"; when too few of the correct objects are grouped together the sorting is classified as "narrow," and "when more than, or other than, the appropriate objects are included as, 'loose'." On Part II, the same kind of classification is made, but here, of course, it applies to the subject's verbalization as to why the objects belong together. The data on concept span are presented in Tables II, II-a, and III and, as examination reveals, fail to show any differences of statistical significance between our two groups; the spans do, however, tend to be "adequate" more frequently, as one might expect, among Late Developers.

Table II
Characteristics of the Concept Spans
Represented in the Responses Given
on Part I of the Sorting Test

	Loose (L)		Ess. Loose L		Narrow (N)		Ess. Narrow N		Adeq.		Don't Know	
Group	N	%	N	%	N	%	N	%	N	%	N	%
L.D.	16	9.93	9	5.59	67	41.61	13	8.07	45	27.94	11	6.83
N.D.	10	6.21	24	14.90	70	43.48	23	14.29	31	19.25	3	1.86

Table II-a
Evaluation of the Distribution of Scores
on Various Types of Concept Spans, Part I

Type of Span	X^2	d.f.	p
Loose, (L)	.40	1	.70
Essentially Loose, L	2.24	1	.20
Narrow, (N)	——*	—	—
Essentially Narrow, N	1.38	1	.30

* No difference in distribution of scores for two groups.

Table III
Characteristics of the Concept Spans Represented in the Definitions
Given on Part II of the Sorting Test*

	Loose		S/N		Adequate		Don't Know	
Group	N	%	N	%	N	%	N	%
L.D.	100	36.2	11	4.0	144	52.2	21	7.6
N.D.	99	35.9	29	10.5	115	41.7	33	12.0

* A X^2 computed on the distribution of adequacy scores fails to attain statistical significance. X^2, 4.60; d.f., 2; p, 10.

Finally, the verbalizations of both Parts I and II are classifiable in terms of the level of the concept and the results of such breakdowns are presented in Tables IV and IV-a. In general, the concepts of the Late Developers show greater maturity than those of the Non-Developers; their concepts more commonly are of the abstract variety. In contrast, those of the Non-developers are more often concrete and syncretistic definitions, i. e., somewhat like the functional or concrete, but so vague and generalized that they include many test-objects not in the grouping. Here again, the Late Developers reveal their superiority in intellectual tasks and this superiority appears to be part of a general pattern of greater maturity.

Level-Of-Aspiration Test: When two groups differ widely in their everyday productivity, one immediately suspects that motivational variables may account in part for these differences. It is for this reason, primarily, that the Level-of-Aspiration Test, described in the preceding section, was used. The three scores that were derived from the administration of this instrument fail, however, to discriminate in any highly significant fashion between the groups. Both groups appear ot be highly optimistic in their approach to this kind of task and they consistently choose an aspirational level which is considerably higher than their past performances would appear to justify. In this characteristic, the Non-

Table IV

Characteristics of the Conceptualizations Represented in the Responses to Both Parts of the Sorting Test*

PART I

Group	CD		FD		C		S		Fab.		Symb.		Ch.		Don't Know	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
L.D.	72	44.7	56	34.8	10	6.2	6	3.7	5	3.1	1	.6	0	.0	11	6.8
N.D.	46	28.6	47	29.2	30	18.6	19	11.8	8	5.0	0	.0	0	.0	11	6.8

PART II

L.D.	123	44.6	19	6.9	14	5.1	98	35.5	1	.4	0	.0	0	.0	21	7.6
N.D.	88	31.5	24	8.7	34	12.3	95	34.4	2	.7	0	.0	0	.0	33	12.0

* The terms and abbreviations used here are from Rapaport (6). CD, for an abstract conceptual defination; FD, functional defination; C, concretistic; S, syncretistic; Fab., fabulated; Symb., symbolic; Ch., chain.

Table IV-a
Evaluation of the Distribution of Scores
on Various Types of Conceptualizations Represented
in Responses on the Sorting Test

Type of Concept	X^2	d.f.	p
Abstract Definations, Pt. I	8.70	1	.01
Abstract Definations, Pt. II	4.56	1	.05
Functional Definations, Pt. I	.36	1	.70
Functional Definations, Pt. II	——*	—	—
Concretistic Definations, Pt. I	8.70	1	.01
Concretistic Definations, Pt. II	3.18	1	.10
Syncretistic Definations, Pt. I	3.46	1	.10
Syncretistic Definations, Pt. II	——*	—	—

* No difference in distribution of scores for two groups.

Table V
Performance of the Two Groups on the
Level-of-Aspiration Test

	L.D.		N.D.		Diff. Eval.*	
Variable	M	S.D.	M	S.D.	X^2	p
Aspir. Level	146.0	225.50	243.0	255.50	3.81	.10
Mobility	44.5	27.66	83.6	62.88	3.73	.10
Responsive	4.2	1.78	4.3	2.00	——	—

* Since the distributions of the scores were highly asymmetrical, they were in each case, combined into a composite; then the median was computed, and a count made of the number in each sample falling above (and below) the median of the composite distribution. A X^2 test was then run to evaluate the obtained differences in these frequencies.

developers appear to be quite unrealistic. Further, the Non-developers are continually changing the level to which they aspire and not always in terms of the information provided by their past performances. The Late Developer, however, appears to be more conservative, more realistic, and once he chooses an aspiration level, tends to hold it and tries to bring his performances up to this level. Further speculation on the findings from an unvalidated instrument which has failed to work in the hypothesized fashion, hardly seems justified.

THE BENDER-GESTALT TEST: On the Bender-Gestalt Test the two groups show pronounced differences and at first glance it is apparent that the Late Developers have more accurate percepts, can reproduce with greater fidelity and show fewer of the pathological signs that form the basis of Pascal's scoring system. The difference in the total scores earned by the two groups is spectacular, but no more so than some of the

Table VI
Performances of the Two Groups
on the Bender-Gestalt Test
When Scored by the Pascal System

	L.D.		N.D.		Diff. Eval.*	
Variable	M	S.D.	M	S.D.	X^2	p
Total Pascal Score	55.8	26.26	103.6	40.50	13.46	.001
Score on Design 1	4.6	4.40	6.9	7.38	4.30	.05
Design 2	8.3	6.12	7.6	5.86	.34	.70
Design 3	7.3	6.06	15.5	8.52	7.10	.01
Design 4	5.5	4.08	14.0	10.52	4.28	.05
Design 5	5.7	3.58	7.7	6.62	1.74	.20
Design 6	7.6	3.62	11.5	7.46	2.18	.20
Design 7	6.1	5.40	20.8	12.03	13.14	.001
Design 8	6.2	5.60	14.2	8.10	14.80	.001
Configuration	5.7	5.16	9.5	4.90	7.26	.01

* See note at bottom of Table V.

differences in scores produced by several of the individual designs. Apparently, the differential ability of the designs to make discriminations is related to their complexity; for the scores produced by Designs 3, 4,

Table VII
Characteristics of the Performances
of the Two Groups in Terms of
Pascal Scoring Categories

		Number*		Diff. Eval.	
Scoring Category	Plate(s)	L.D.	N.D.	X^2	p
Wavy Lines	1, 2	22	22	——	——
Dots, Dashes, Circles	1, 2, 3, 4	10	7	.86	.50
Dashes	1, 2, 3, 4	5	2	——	——
Circles	1, 3, 5	6	8	.40	.70
Total No. Dots or Col.	1, 2, 3, 5	14	15	.10	.80
Workover	All but 4	12	9	.78	.50
Second Attempt	All	11	14	.78	.50
Rotation	All	3	15	13.20	.001
Part Missing	All	5	9	1.64	.20
Guide Lines	All but 1	1	1	——	——
Asymmetry	3, 4, 5, 6	20	22	1.10	.30
Distortion	All but 1, 2	5	19	17.06	.001
Touch-Up	4, 6	0	2	——	——
Tremor	4, 6, 7, 8	18	14	1.64	.20
Double Lines	6, 7, 8	16	17	.10	.80
Ends not Joined	7, 8	0	1	——	——
Extra Angles	7, 8	7	14	4.28	.05
Angles Missing	7, 8	5	15	8.84	.01
Extra Scatt. Dots	7, 8	1	2	.36	.70

* Number showing characteristic.

7, and 8, the ones subjectively more complex perceptually, are much larger than those produced by 1, 2, 5, and 6, the simpler designs.

Further, as can be seen from Table VII, some "signs" which enter into the design scores and ultimately into the total scores, are more "diagnostic" than others. The four outstanding examples are those of rotation, distortion, and angles extra or missing. It is noteworthy that all four appear to be related to the accuracy of the percept and that none of the signs, directly related to the *execution* of the production, appears to have this characteristic. It is noteworthy also, that these very signs are among those cited by Pascal (5, Table VIII) as undergoing pronounced change in frequency with maturation. This again is consistent with our earlier observation that the differences observed thus far are characteristically those on variables showing greatest change with maturation.

The findings on the Bender, although supportive of our hypotheses, are marred by the fact that the Pascal scores are highly correlated with Wechsler I.Q.'s, and that the designs which we found most discriminitive

Table VIII
Relationships Between Pascal Scores and
Wechsler Total I.Q.'s

Variable	r	p
Total Pascal Scores	—.615	.01
Score on Design 1	—.195	—
Design 2	+.023	—
Design 3	—.094	—
Design 4	—.523	.01
Design 5	—.270	.10
Design 6	—.341	.02
Design 7	—.652	.01
Design 8	—.567	.01
Configuration	—.410	.01

are at the same time those found to yield scores which correlate most highly with measured intelligence. Incidentally, it may be pointed out that this finding is not entirely consistent with Pascal's (5); he reports a correlation of —.16 with the Otis scores of normal adults who have I.Q.'s between 90 and 128. It would appear then, that among normals of homogeneous I.Q., there is greater variability in Bender scores than there is among the mentally retarded of a particular I.Q. level.

Table IX

Characteristics of the Houses
Drawn by the Members of the Two Groups
on the H-T-P Exercise

	Number[1]		Diff. Eval.	
Characteristic	L.D.	N.D.	X^2	p
Time to Draw	14	8	3.14	.10
Number of Elements	12	5	4.56	.05
Number of Details	10	12	.34	.70
No. Extraneous Elements	2	3	——	—
View of the House	23[2]	20[2]	——	—
Number of Stories	15	15	——	—
Number of Doors	3[3]	4[3]	——	—
Number of Windows	15	8	4.28	.05
Length/Height	13	3	9.60	.01
Area House/Area Page	15	8	4.28	.05
Quadrant Started	18[4]	20[4]	——	—
First Part Drawn	19[5]	15[5]	6.08	.02
Quadrant Located	9[6]	17[6]	5.66	.02
Use of Shading	1	0	——	—
Poor Junctures/Total No.	9	15	3.14	.10
Weight of Lines	2[7]	2[7]	——	—
Dimensionality	16[8]	12[8]	1.48	.30

1. Unless otherwise specified, number refers to the number of cases falling above the median of the composite.
2. Number drawing exterior view.
3. Number drawing more than one.
4. Number starting in upper left corner.
5. Number drawing roof first.
6. Number whose house is located primarily in upper left corner.
7. Number using light lines.
8. Number drawing house which is partly or wholly tri-dimensional.

THE H-T-P TEST: The H-T-P products of our two groups show differences; for the most part, those anticipated. On occasion, a particular characteristic will discriminate on one design and not on another, but in general the pattern is one of consistency. Characteristically, the pattern appears to be that the Late Developers approach this kind of task with greater care and execute it with higher precision. Note larger time scores on all three products, the incidence of a larger number of elements incorporated into the drawing, the better page utilization, the

Table X
Characteristics of the Trees
Drawn by the Members of the Two Groups
on the H-T-P Exercise

	Number[1]		Diff. Eval.	
Characteristic	L.D.	N.D.	X^2	p
Time to draw	9	6	.90	.50
Number of Elements	14	13	.08	.80
Extraneous Elements	1[2]	1[2]	——	—
Breadth Trunk/Height	12	12	——	—
Quadrant Started	10[3]	15[3]	4.88	.05
Quadrant Located	15[4]	14[4]	.10	.80
First Part Started	20[5]	17[5]	1.44	.50
Use of Shading	1	3	——	—
Area Tree/Area Page	14	9	2.16	.20
Weight of Lines	7[6]	0[6]	8.42	.01
Dimensionality	17[7]	14[7]	2.38	.50

1. Unless otherwise specified, number refers to the number of cases falling above the median of the composite.
2. Two or more extraneous elements.
3. Number starting in the upper left corner.
4. Number whose tree is located primarily in upper left corner.
5. Number drawing trunk first.
6. Number using light lines.
7. Number drawing tree in multi-dimensional form.

superiority of their junctures and their more frequent use of Multi-dimensionality. Note may be made also of the fact that the Late Developer departs more frequently from the stereotyped and that he appears to approach the task with more confidence and with greater willingness to depart from the conventional. His house is commonly single-storied and individualized in its architecture in contrast to those of the Non-developers who seem to prefer the multi-storied more stylized type of structure; in drawing, they use light-sketchy lines which may be interpreted as a sign of their being able to leave the page and still retain their goal or as a further symptom of their superior work habits and their concern with detail.

Finally, it would appear that the Late Developers again exhibit greater maturity and this is reflected in their more accurate perceptions of their environment, (see Level-of-Aspiration data) in what appears to

Table XI
Characteristics of the Persons
Drawn by the Members of the Two Groups
on the H-T-P Exercise

Characteristic	Number[1]		Diff. Eval.	
	L.D.	N.D.	X^2	p
Time to Draw	12	7	2.22	.20
Goodenough Points	17	7	8.70	.01
Sex of Figure, Male	18	19	.12	.80
Transpar. or No Clothing	8	17	9.28	.01
Height/Width	11	10	.08	.80
Area Person/Area Page	13	11	.34	.70
Quadrant Started	18[2]	16[2]	.44	.70
First Part Drawn	20[3]	20[3]	——	—
Quadrant Located	18[4]	16[4]	.46	.50
Use of Shading	4	0	4.38	.05
Poor Junct./Total No.	6	15	7.08	.01
Weight of Lines	10[5]	3[5]	5.62	.10
Dimensionality	17[6]	14[6]	2.38	.50

1. Unless otherwise specified, number refers to cases falling above the median of the composite.
2. Number starting in upper left corner.
3. Number drawing head first.
4. Number whose person is located primarily in upper left corner.
5. Number using light lines.
6. Number drawing person with no inconsistencies in dimensionality.

be a better orientation and a greater confidence in regard to their ability to deal with and manipulate it. Some of these characteristics are undoubtedly related to the mental ages of our subjects (the best example, perhaps, is the Goodenough points earned on the drawing of the man); others may be more independent. These relationships will be explored further in the study to follow.

SUMMARY

This is the second of a series of articles which attempts to describe and explain the characteristics of a group of mentally retarded adults which has developed beyond expectation at admission. In this study such a group is compared with a match in its performance on an object sorting test, a level-of-aspiration test, the Bender-Gestalt and the H-T-P.

One generalization appears to stand out above others: the Late De-

veloper consistently exhibits a higher level of maturity on all functions investigated. One would expect many of these phenomena to be related to some of the abilities which are represented in mental age, and would hope that some would be independent. Specifically, the findings on the present measures are as follows:

1. On the Sorting Test the Late Developers consistently produce more adequate concepts and the level of these concepts is more commonly abstract or functional.
2. The Level-of-Aspiration Test, although it fails to reveal significant differences between the groups, yield results which indicate that the Late Developers are more reality oriented and that they tend to choose a level of aspiration and to maintain it as a goal toward which they consistently strive.
3. The superiority of the Late Developers on the Bender-Gestalt is represented in its most outstanding fashion in the ability of this group to deal with the more complex designs. Further, those signs which are reportedly most sensitive to developmental change are the very ones which discriminate best between Late and Non-developers.
4. The Late Developer's products on the H-T-P are characterized by greater attention to detail, more accurate percepts, less regard for the conventional or stereotyped — in short, what appears to be a higher level of maturity.

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"VINELAND DAY" PROGRAM IS OUTSTANDING SUCCESS

The largest check ever presented by the New Jersey Federation of Women's Clubs was given to Dr. Walter Jacob during the afternoon program of the annual Vineland Day at The Training School on May 26. Mrs. W. Howard Sharp, who presided as Vineland Day chairman, praised the Federation members for the co-operation making the gift possible.

Mrs. Albert E. McLean, public welfare chairman, who made the presentation of $3,429, was thanked by Dr. Jacob as the "best check passer-outer" he had seen in some time. He expressed deep appreciation for the gift, which is applied to the school's research fund.

LARGEST GIFT — Dr. Walter Jacob, director of The Training School, receives a check for $3,429 from Mrs. Albert E. McLean, of Bloomsbury, on behalf of the New Jersey Federation of Women's Clubs at "Vineland Day" at The Training School. The sum was the largest ever contributed by the Federation to the school, and the registration of 360 members was the largest in many years for "Vineland Day." Mrs. Wilson Y. Christian, of Ocean City, Federation president, looks on at left and Mrs. W. Howard Sharp, "Vineland Day" chairman, is shown at the right.

FASHION SHOW — Girls model dresses they have made or helped to make, during the past year, as part of the "Vineland Day" program. Mrs. Edith Heyser, sewing teacher, who emceed the Fashion Show, and Dr. Harold A. Delp, head of the Education Department, are at the extreme left.

The attendance at this year's event was more than 360, the largest in many years.

Dr. Jacob complimented the principal speaker, Miss Elsie Jensen, on her well-related talk which preceded the check presentation. Miss Jensen, chairman of Community Groups Section for United Nations, educator and child welfare administrator, told the large number of club women present in Garrison Hall that what is done for the retarded child in Vineland benefits all children in increased technical understanding. She first learned of The Training School's work when she trained as a teacher in San Francisco in 1918 and last year in Casa Blanca a man undertaking work with delinquent children spoke with her about The Training School. In her experience in different parts of the world, teaching many different children, including Indians and Hawaiians, she encountered retarded children in every group.

Mrs. Wilson Y. Christian of Ocean City, state president, brought greetings and other Federation officials were introduced.

Five busses making two trips each, loaned by the Vineland Board of Education, transported the guests to Menantico Farms during the

morning. Visitors were served cold milk at the pasteurizing plant and were shown the new freezing and storage plant and chapel. A band concert was presented at Menantico, directed by Bandmaster Hugh Kelly.

A fashion show exhibiting clothing made by the children during the past year was presented under the direction of Mrs. Edith Heyser, who announced and described details of the apparel. The show took place on the lawn as the visitors ate a buffet luncheon.

A crafts show in Garrison Hall displayed colorful lamps, trays, tie racks, chests, bookends, potholders, plaques, masks, jewelry, cards and other articles of wood, metal, paper, papier mache.

An amusing operetta, "Peter Rabbit," was directed by Mrs. Elizabeth McCarthy, girls physical education teacher, Miss Norma Pollack, music teacher and other members of the education staff concluded the program. Dr. Harold A. Delp, coordinator of educational activities, presided and explained the various activities involved in producing the show. Between the acts, a girls chorus sang "Ah, Lovely Meadows" and a mixed chorus sang "Come to the Fair" and "This is My Country," the latter with recitative by one of the girls.

OPERETTA — The cast of "Peter Rabbit" after the performance on Vineland Day. Mrs. Elizabeth McCarthy, who directed the operetta with Miss Norma Pollack, is second from extreme right.

Piano accompaniment for the operetta and songs was played by Miss Nellie Starkey, blind pianist associated for many years with the music at the school.

The choruses in the operetta, representing rows of peas, string beans, carrots and lettuce, executed drills and songs. The ending received a new twist with even Farmer MacGregor joining in the sentiment that a friend in need is a friend indeed and everybody needs a friend.

Dr. Jacob informed the audience that the school was indebted to the Vineland Jaycees for painting the auditorium and mentioned that they also helped take the children to the circus, serving as guides and attendants.

Mrs. Arne Bernard, Vineland Club president, and Mrs. C. W. Denman, local chairman, with 18 other Vineland Club members, served as registrars and hostesses during the day.

VINELAND INSTITUTE TO ASSIST TEACHERS PLANNED FOR JULY 12-23

To assist teachers of retarded children in their program planning for the re-opening of schools in September, a two-weeks Vineland Institute will be held at The Training School from July 12 through July 23, 1954.

Dr. Harold A. Delp, who will direct the Institute, states that lectures, seminars, workshops, and discussion periods will be used to give personalized guidance to all teachers who enroll. The research library will be available to all and there will be observation of school classes, home life in cottages, the farm colony, vocational training activities, and clinical programs. It is stressed that the Institute will "not be just a discussion period, but a true workshop in this special field."

The two-weeks course is planned particularly for teachers who are beginning work with retarded children, and others who face new problems of class organization and program for next fall. There will be a course staff of eight from The Training School with others available for consultation as necessary.

Enrollment is limited, Dr. Delp says, and will be accepted on a "first come, first served" basis. Final registration is set for July 12. Full details as to fees and housing will be sent upon application to Dr. Harold A. Delp, Education Department, The Training School, Vineland, N. J.

CIRCUS DAY AGAIN DELIGHTS 500 TRAINING SCHOOL YOUNGSTERS

Wearing inter-planetary hats and carrying miniature monkeys on rubber strings, 500 youngsters from The Training School arrived home "tired but happy" from a big afternoon at the Ringling Bros.-Barnum & Bailey circus in Philadelphia on Tuesday, May 25. The outing was sponsored by the Parents Association of the school.

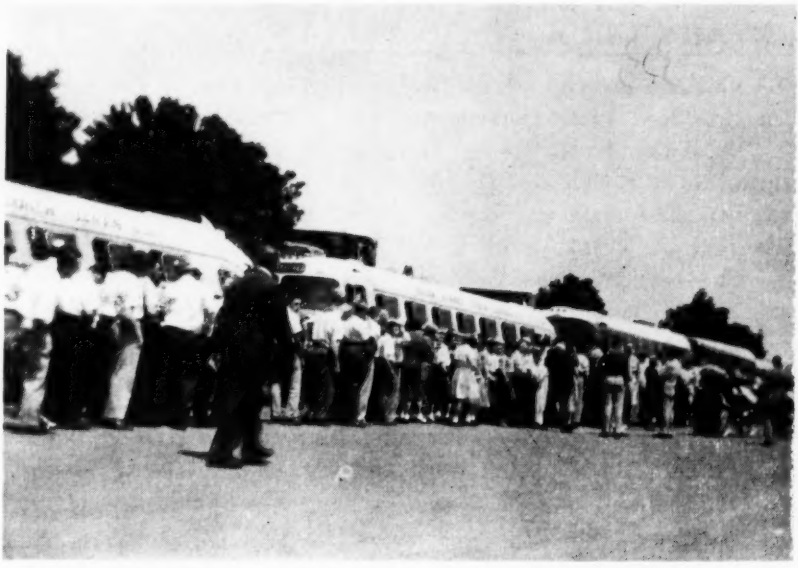
Dr. Walter Jacob, director of The Training School, Nat Halpern of Passaic, circus day chairman for the parents group, and Morris Feld of New York, past president of Parents' Inc., accompanied the caravan of 14 busses and 8 private cars to the circus grounds. Police escort was provided by the State of New Jersey and City of Philadelphia over the entire route.

Members of the Vineland Junior Chamber of Commerce again served as guides and attendants as they did in 1952 when the first circus trip took place. About 30 Jaycees accompanied this year's caravan. They were assisted by cottage parents and other members of the school staff.

The Vineland Red Cross chapter again provided a station wagon, driver and wheel chairs for the non-ambulatory children, as well as first-aid equipment for any possible emergencies.

Bert W. Schmickel, supervisor of cottage life, headed the large committee which had charge of the event. He was ably assisted by John H. Stahl and Marilyn Gravink, boys' and girls' counselors. The caravan of busses and private cars moved from Maxham Hall promptly at 11:15 A. M., reaching the circus grounds at Erie and Broad Streets in North Philadelphia in time for the children to go through the menagerie.

Special treats of soft drinks, peanuts, and candy were enjoyed while the youngsters saw all the wonders of the "big top," in a special section assigned to them. Busses were back at The Training School about 6:45 P. M., in time for the evening meal and an early-to-bed schedule.



AT CIRCUS GROUNDS — Busses, carrying 500 Training School children, unload at circus grounds in Philadelphia.

TO MENAGERIE — The first stop was the menagerie; then on to the big tent to see the "greatest show on earth."

ROTARY CLUB VISITS MENANTICO

Vineland Rotary Club paid its fourth annual visit to The Training School on June 1 for an outdoor luncheon and weekly meeting.

Dr. Walter Jacob, director of the school, introduced Angelo Perri, supervisor of Menantico Farms as the guest speaker. Perri told Rotarians how the Colony was founded in 1913 by the late Prof. Edward R. Johnstone and Frank Merithew.

The speaker recalled that, when he joined the staff, the work of clearing the land was still being accomplished with mule teams and grubbing hoes. Briefly he told of the building of the beautiful lake, the chapel and other buildings that now make up the farm colony of The Training School.

Perri discussed the scientific hog-raising program at the farm, and the part the farm is playing in cooperation with the Rutgers University Experimentation Station in developing new varieties of yams and sweet potatoes and the canning processes of these crops.

Vineland Keith Jewel Dairymaid, the recent blue-ribbon winning Holstein cow and two loudly protesting young pigs were introduced to the club. The outstanding Holstein cow is rated first in the state, producing more than 17,000 lbs. of milk during the past year, more than 3½ times the average yield per cow in the United States.

A guided tour of the grounds included the inspection of the newly-completed storage plant, the pig lots, the milking herd at pasture, the heifer barn, as well as the crop sown fields, orchards and the lake.

A delicious luncheon was served by the staff of the school on the beautifully shaded lawn of the Menantico Farm.

AMONG OUR VISITORS

More than 150 delegates to the AAMD convention in Atlantic City visited The Training School on May 20; sixty members of the New Jersey Conference for the Handicapped had luncheon, with tours and program, also in May; the New Jersey Teachers of Slow Learners met here on June 5. Many college groups, numbering from 25 to 72, came for tours and observation periods during the past few weeks: Princeton Theological Seminary; Wagner College, Staten Island; Glassboro Teachers College; Cheyney (Pa.) Teachers College; Jersey City Teachers College; Drexel Institute of Philadelphia. An overseas visitor was Mrs. Elisheva Shohat of Haifa, Israel, who spent two days here in June.